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MANAGEMENT OF KINDERGARTEN (TK) PARENTING PROGRAM IN MUJAHIDIN 2 ON EAST PONTIANAK DISTRICT

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Abstract. Parenting program is an educational effort implemented by the family by utilizing the resources available in the family and the environment in the form of `between the care of the family with the care of the school so that the growth and development of learners can be optimal. This study aims to 1) Describe the planning parenting program of Kindergarten (TK) of Mujahidin 2 East Pontianak District, 2) To describe the implementation of a parenting program in Kindergarten of Mujahidin 2 East Pontianak District, 3) To describe the evaluation of the parenting program of Kindergarten of Mujahidin 2 Eastern Pontianak District. This research uses the descriptive method with a qualitative approach. The focus of this research is the management of parenting program of Kindergarten (TK) on aspects of planning, implementation, and evaluation. The technique of collecting data using interview, observation, and documentation. The result of the research are 1) parenting program planning conducted by the principal, educators and parent representatives as well as the planning that is compiled still refers to the school program and based on the educational calendar. 2) Implementation of parenting program is evident with the cooperation between principal, educators, and parents for both the required funding issues and the mean of infrastructure used. 3) The evaluation of the parenting program is carried out internally by the principal and educators and implemented after the program is completed.

Keywords: Management, Parenting Program; Kindergarten

I. INTRODUCTION

Management by Luther Gulick (Handoko 2009: 11) defines management as a field of knowledge(science) that seeks systematically to understand why and how people work together to achieve goals and make the system work together is more beneficial for humanity. According to Luther Gulick (1965: 7-11) management has met the requirements to be called the field of science, because it has been studied for a long time and has been organized into a series of theories. Management reaches goals by means of managing others in performing tasks. Seen as a profession because management is based on special skills to achieve an achievement.

Management education is a key to success in organizing program activities. With the right

management and orderly program activities will run smoothly and produce optimal results Similarly parenting program management involving parents and teachers to organize educational and teaching activities, planning, organizing, supervising, accountability, organizing and leading resources human if executed in accordance with the stages are clear then will launch the implementation process if the management function is implemented properly. According to George Terry (Hariri 2016: 4): 1) Planning (planning), 2) Organizing (organization), 3) Actuating (execution) and 4) Controlling (monitoring)

Management in education is necessary, the management objective of education is the creation of education which are equally qualified, relevant and accountable, the improvement of the positive image of education, the limitation of the quality of

education. Therefore there needs to be real action and continuous improvement (continuous Improvement) in the field of education so that the output of education can compete in the era of globalization, can follow the development and changes in the progress of science and technology, especially information technology. Such rivalries may only be won by educational institutions that are conscientious and willing to engage in managing quality education and streamlining the quality of education.

Education is a shared responsibility between the government, the community, schools and parents so that in general the intended parenting program is an educational effort implemented by the family by utilizing the resources available in the family and environment in the form of independent learning activities, because the family is an institution. The first education and parents are the main educators. Parenting as an ongoing process of interaction between parents and their children which includes activities as follows: feed (Nourishing), gives instructions (guiding), and protect (protecting) the children when they grow up. The use of the word "parenting" for the activities of parents and children here because indeed until now there is no equivalent word in the right Indonesian. The family as the smallest social unit in society that is formed on the basis of a commitment to realize family functions, especially social functions and education functions, should be optimized as partners of PAUD formal education institutions. Therefore, through the parenting program as a forum for communication among parents, in addition to providing socialization of programs organized by early childhood educational institutions Kindergarten (TK), in general the purpose of parenting program, is to invite parents to co- giving the best for their children.

Parenting is a family-based education with educational efforts conducted by the family by utilizing the resources available in the family and environment in the form of self-study activities can also be referred to as the implementation of early childhood education based on the family. Parenting as a continuing interaction process between parents and their children that includes the following activities: nourishing, guiding, and protecting children as they grow. The use of the word "parenting" for the activities of parents and children here because indeed until now there is no equivalent word in proper Indonesian.

Since parenting is a family-based education it is necessary to state several definitions of the family, among others, according to D'Antonio (Sudiapermana, 2012: 12) the family is as a unit of two or more persons who live together for a period of time, and among them sharing in one or more things, relating to work, sex, welfare and children's food, intellectual, spiritual and recreational activities.

According to Rollin and Galligan (Sudia Permana, 2012: 12) the family is a semi-enclosed interaction system among people of different ages and sexes, in which the interaction is organized in terms of the relation of social position to the norms and equations determined by both the interacting individual as well as by society as a distinctness of the system.

The psychological understanding of family according to Vander Zanden (Sudiapermana, 2012: 13) family is a social unit containing the father, mother and children, living together in a house that is fun of his own.

From these various conclusions, it can be concluded that the family is the smallest social unit in the society formed on the basis of commitment to realize the function of the family especially the social function and the education function must be optimized as the partner of PAUD institution.

While specifically the purpose of parenting program development is:

- a. Increase knowledge and skills of parents in carrying out care, care, and education of children within the family itself with the foundation of the basics of good character.
- b. Bringing interests and desires between the family and the school to synchronize the two so that character education developed in early childhood institutions can be followed up in the family environment.
- c. Connecting between school programs and home programs.

Early age was a golden period of development, during which there was a tremendous surge. Experts say that at the age of years is the age of 0-6goldeage, which is a very good age to improve the intelligent development of children. As children age requires a more complete educational stimulus and thus require additional education services outside the home by the environment and early childhood education institutions in formal education is to hold regular meetings every month and children activities outside the environment of kindergarten institutions Mujahidin 2 East Pontianak involving parents to accompany their children in out-of-class care. Stimulation that is done outside should be aligned and mutually supportive.

In order for early childhood education services can be provided optimally, it is necessary to understand the various characteristics of its development. Characteristics of early childhood development include; First, the physical and motor development. Second, Cognitive Development. Third, Language Development. Fourth, Speech Development. Fifth, Emotional Developments. Sixth, Social Development. Seventh, Moral Development.

Eighth, Social Development (Mulyasa, 2014). Consequently, institutions that run Kindergarten (TK) education need to provide various activities that can develop various aspects of development such as motor, cognitive, language, emotion, physical and moral, and these activities should involve the child's parents.

Managing early childhood education institutions Kindergarten (TK) needs support from all parties from government, community and parents. According to the Law of the Republic of Indonesia Number 20 of 2003 on the National Education System in the third section on the rights and obligations of the community, article 8 is the community entitled to participate in the planning, implementation, supervision and evaluation of education programs. Based on the above information then the involvement of parents is very helpful in the success of children's education in the education of Kindergarten which can further support the development of children especially in the development of social aspects of emotional. For that there needs to be support from parent participation.

The success of an institution in performing its duties and functions as a renewal agent, a public service agent, and a qualified human resources development agency, certainly many determining factors such as leadership, work culture, organization, means of infrastructure, political system, regulation, policy, motivation, cost, parent participation, curriculum and other supporting factors.

Given the wide scope or factors that determine success in managing the Kindergarten Institution formal education, in this study the authors will only reveal parenting management is the involvement of parents of children with the reason because parents are partners of the institution and its involvement is a source of information for the success of children's learning. In addition, family involvement, especially parents in educational units or schools, has a significant impact on the success of parents, children, educators and schools in terms of: 1) supporting academic achievement, increasing attendance, giving awareness about healthy life, and enhancing positive behavior; 2) improve parent's view of school, increase teacher satisfaction, and strengthen relationships with children; 3) improve climate, improve quality, and school discipline.

The process of learning early childhood kindergarten (TK) by learning through playing using scientific learning is learning more outside with parental assistance. The success of early childhood education of Kindergarten (Kindergarten) is also determined by the parents because of more study time with parents.

Mujahidin 2 Kindergarten on East Pontianak is a well and strong established early childhood education that can be seen from: 1) established since 1992. 2) relationship with child's parents very

smoothly with regular meeting every month, 3) support from the community, 4) cooperation with partners, 5) broad environment and 6) adequate and compact facilities and infrastructure is Kindergarten Mujahidin 2 is the only kindergarten in East Pontianak area which uses learning with using the central system and have educators of a male sex. Kindergarten Mujahidin 2 Pontianak East has a high achievement, with many children who can appreciate when following activities outside on Mujahidin 2 Kindergarten 2 which can be proven by trophies as a form of achievement, all thanks to the involvement of parents who support the programs that have been made institutions. Parenting program activities run smoothly and can be utilized to help in aligning parenting programs between children and parents so that it can help to achieve the educational goals that have been programmed.

Considering the importance of parent involvement in conducting early childhood education of Kindergarten in the successful implementation of early childhood education of Kindergarten (TK), the authors are interested in conducting research on parenting program management of early childhood education of Mujahidin 2 Kindergarten on East Pontianak. Based on the context of the problems mentioned above, especially the effort to manage the parenting program in Kindergarten Mujahidin 2 in developing relationships with parents of learners in order to have a directed program and to help not too broad field of research, the focus of research this is: "Management of parenting program Kindergarten (TK)".

Based on the focus of the research, the general problem is: How is the management of the Pontianak East Kindergarten (Kindergarten) parenting program?

The problem is specifically formulated as follows:

1. How to plan a parenting program in Mujahidin 2 Kindergarten on East Pontianak?
2. How is the implementation of parenting program in Mujahidin 2 Kindergarten on East Pontianak?
3. How to evaluate the parenting program at Mujahidin 2 Kindergarten on East Pontianak?

II. METHODOLOGY

This research is basically "a scientific way to get data with a specific purpose and usefulness" (Sugiyono, 2011: 3). This research attempts to describe the management of Mujahidin 2 Kindergarten program of east Pontianak district. This research uses qualitative approach. The reason for using a qualitative approach is because it takes place in a natural setting in collecting data and researchers

as the main instrument to get a deep picture of the object to be studied.

This study is also a descriptive study because the data collected in the form of words, images, and not the numbers to obtain an objective description. The implementation of descriptive research methods is not limited to the collection and compilation of data, but includes analysis and interpretation of the data, all the data collected will be very possible to be the key what is researched to then be drawn a conclusion.

In addition to conducting interviews and observations the researchers are also looking for supporting resources as a booster of the data obtained is by obtaining documents both in the form of images and notes that can strengthen from research data .. The location of this study is in Mujahidin 2 kindergarten on East Pontianak District.

III. RESULTS AND DISCUSSION

A. Research Results

In the management process the parenting program implements educational management functions consisting of planning, organizing, implementing and supervising. The four functions are the basis for the implementation of the parenting program held at Mujahidin 2 Kindergarten on East Pontianak. However, in the implementation of parenting program management at Mujahidin 2 Kindergarten on East Pontianak, three principles of management used are: planning, implementation and evaluation.

The researcher came to Mujahidin 2 Kindergarten on East Pontianak on November 16, 2017 explaining the purpose and purpose of the researcher's arrival. The researcher was accepted by the principal's mother and was gladly accepted to conduct the research at the school she led. Firstly the researchers conducted a preliminary study to prepare the initial plan of the study. Researchers explain the activities that researchers will do to obtain the necessary information in accordance with the title of the researchers carefully. Subsequently on January 19, 2018 the researcher submitted a research permit to the head of Mujahidin 2 Kindergarten on East Pontianak to do research on the management of parenting programs that have been running in Mujahidin 2 Kindergarten on East Pontianak. Head of Kindergarten Mujahidin 2 on East Pontianak welcomed with pleasure and invited the researchers to conduct research. Several days later on January 25, 2018 researchers began to conduct research into Mujahidin 2 Kindergarten on East Pontianak and immediately conduct interviews that begin with Head of kindergarten, educator and parents who have been determined to be informants. The author also made observations and asking documents owned by Mujahidin 2 Kindergarten on East Pontianak

Informants needed in research to obtain information are principals, educators and representatives of parents. The place and time of interviews that researchers have done with informants can be seen in the following table.

Table 1 Names of informants, time and place

No	Name of Informants	Position	Date of Interview	Place of Interview
1	Hamidah, S.Pd AUD	Headmaster	Thursday 25-1-2018	Head Master office
2	Luni Gusviani	Parent	Friday 26-1-2018	School Lobby
3	Riani Ekawati	Parent	Friday 26-1-2018	School Lobby
4	Hetty Wahyu	Parent	Friday 2-2-2018	School Park
5	Tri Yuli Lestari	Parent	J Friday 2-2-2018	School Park
6	Dedeh Susilowati, S.Pd	Teacher	Monday 5-2-2018	Classroom
7	Yulfah, S.Pd AUD	Teacher	Monday 5-2-2018	Classroom
8	Maryati Octora, S.Pd	Teacher	Friday 9-2-2018	Classroom
9	Zakiah Hairunnisa, S.Pd	Teacher	J Friday 9-2-2018	Classroom
10	Eka Kuswita, S.Pd	Teacher	Monday 12-2-2018	Classroom

Field observation to take pictures of the location of the parenting meeting and the process of the learner's activity is done upon completion of interview. Interview schedules are also used by researchers to find documents that support research activities. All activities undertaken guided by the instrument made by the researcher, but also did not close the possibility of obtaining data and documents that are not written in the guidelines of interviews, observations and documents.

From the results of interviews, observations and documents undertaken by researchers obtain data as follows:

a. Planning parenting program

1) Interview

Results of interviews conducted by researchers on the head of kindergarten, educators and parents of Mujahidin 2 Kindergarten on Pontianak East show that parenting program planning is done jointly between head of kindergarten, educator and parents.

In the preparation of parenting programs conducted at the beginning of the school year, with

reference to the educational calendar. However, still consider the condition of the existing state of learners.

Parenting program is a program involving parents activities so planning is an important thing that must be done so that family involvement in the implementation of parenting program early childhood Kindergarten TK Mujahidin 2 Pontianak East can be done well and planned goals can be achieved. Kindergarten (Kindergarten) Mujahidin 2 Pontianak East, especially principals and educators in planning a parenting program conducted by performing needs analysis include:

- a) Analyze the parenting program
- b) Identify parenting program activities
- c) Identification of potential activities undertaken
- d) Designing the required program
- e) Establish programs implemented within one year
- f) Guided by educational calendar made

Types of parenting programs compiled by Kindergarten Institution Mujahidin 2 East Pontianak planned for the academic year 2017/2018 include: monthly routine meetings, home visits, consultation on child development, tour activities, commemorating the day great Islamic and national holidays, out bonds, healthy food provision, healthy school competition, visits to orphanages, educator seminars and parents and year-end stage at school. Of all types of parenting programs that have been planned Mujahidin 2 Kindergarten on Pontianak East there are also activities that occur incidental because of the involvement of partners.

The timing of the parenting program begins at the beginning of each school year with guidance from a kindergarten educational program in one year. Constraints faced in planning the parenting program the differences of opinion and views between the kindergarten, educators and parents of learners. The difference is because there is no view that can unite the perception that the activity of this parenting program is to unify the perception between the education of learners at home and at school. So that between the school and parents of learners can be together in educating children. Parenting funding comes from BOP (operational school funding), learner donations and the participation of parents of learners who volunteer to assist in the smooth implementation of parenting programs.

Constraints faced in parenting program planning are not able to involve all parents of learners and the planned program must be tailored to the school program based on the educational calendar. Socialization of parenting programs to be implemented is given to parents at the beginning of the meeting between the institution and the parents of

the learners when the learners have started implementing the learning so that the institution can not dig the information from the parents of learners about their children.

2) Documentation Result

Based on the results of documentation on the parenting program planning carried out by the Mujahidin 2 Kindergarten on East Pontianak that all the planned parenting programs are contained in the educational calendar. While the program is not planned, due to the involvement of partners who organize tailored to the needs.

b. Implementation of Parenting Program

Implementation is an activity related to human resources, because after all the good planning is prepared and supported by sufficient infrastructure facilities, there is no meaning if without the support of all the elements directly involved activities, namely the head of kindergarten, educators and parents of learners. For that researchers will describe the implementation of parenting program activities that have been implemented in Mujahidin 2 Kindergarten on East Pontianak. Researchers analyze the results of research that has been implemented, among others:

1. Results of interview

Based on interviews with principals, educators and parents learners, the implementation of parenting program has run smoothly. This is evidenced by the regular meeting every month attended by parent learner, educator and headmaster, even though the parents of the students attend all. But they have the will to seek information about the state of their children. In addition to routine programs conducted Mujahidin 2 Kindergarten also often get parenting activities with partners who held activities in Kindergarten Mujahidin 2 East Pontianak, among others: health center activities, seminars from psychology, bazaar by food products and beverages milk and school guidance from the health department. From the world of education, Mujahidin 2 also partnered with Tanjungpura University (UNTAN) that is with the PPL students from PAUD.

In initiating parenting activities, an internal meeting is held between the principal, educators and education personnel to determine the time, place and means required and the type of activities held.

The necessary facilities and infrastructures already available in the Mujahidin 2 Kindergarten on East Pontianak have supported, the shortcomings assisted by the parents of learners.

Funds for parenting programs use funding from BOP and parent's learner contributions as well as weekly infest run by the institution to learners.

Parenting partner institutions include: Pontianak Education Office, Health Service

(PUSKESMAS), IGTKI, HIMPAUDI and District/RT. Involvement of the institution in accordance with their respective theses.

Constraints faced in the implementation of parenting program is not all parents of learners can attend all, so the delivery of information provided to parents of learners about the development of their children can not all conveyed.

2. Observation Results

The implementation of parenting programs can run smoothly in accordance with the type of program that has been planned, and the funds used are derived from the BOP, parents of learners and donations from learners.

3. Documentation Result The

result of the documentation of the parenting program implementation is with the photos of the activities, the attendance list and the minutes made by the Kindergarten Mujahidin 2 East Pontianak.

c. Parenting Program Evaluation

From the interviews from heads of kindergartens and educators, program evaluation is a process of planning, implementing and assessing (input, process and output). Evaluation of program activities carried out by the head of kindergarten and educators to know from the objectives achieved, the running program, the involvement of parents of learners, the involvement of partners and the monitoring of related institutions ie the education office of Pontianak City. And from the results of interviews, observation and documentation that the implementation of the program of parenting Kindergarten Mujahidin 2 East Pontianak already running smoothly and directed. Principal and end teachers in evaluating parenting programs using the records of the results of the activities.

B. Research Findings

In the planning of the program the researchers found that the planning of parenting program is still strongly dominated by school principals and educators Kindergarten Mujahidin 2 East Pontianak while parents learners live parenting activities. And in the planning is still oriented to the institutional programs contained in the educational calendar. Parents of learners have not been maximal in participating in determining the program activities.

Implementation of parenting program is in accordance with the already planned. Time of routine meetings every month still running with a fixed time at the beginning of the month, while parenting programs involving parents also have been running in accordance with the scheduled time. Unplanned parenting program activities are also running

smoothly with time that can not be determined program planning, while the type of program does not change according to planning. Administration of program implementation is documented in an orderly manner.

Evaluation of the program is done after each activity, by looking at the results achieved, the objectives achieved, the program run smoothly and the monitoring of the education office of Pontianak City. Evaluation that implements principals and educators using record results.

C. Discussion

Based on the research findings of the management of parenting program Kindergarten (TK) Mujahidin 2 Pontianak East, researchers discuss the results of this study is directed at assessment findings seen from the management of parenting program early childhood Kindergarten (TK) Mujahidin 2 Pontianak East covering about planning, implementation and evaluation of parenting program activities discussed as follows.

A. Parenting Program Planning

Planning is a systematic process in making decisions about actions to be taken in the future. Called systematic because the planning implemented using the principles of decision-making process, the use of knowledge and organized actions, in other words planning is the process of decision-making about the work or activities to be implemented in the future to achieve goals. Planning is also said to be a process that does not end when the plan has been established, the plan must also be implemented. In accordance the opinion by Siswanto (2015: 42) planning is an interactive activity that seeks to maximize the overall effectiveness of an organization as a system, in accordance with the goals to be achieved.

Planning process is a process where preparing everything needed during the implementation of activities and aims for the smoothness and success of a program or activities to be implemented.

If referring to Handoko (2009: 79-80) opinion that there are four basic stages of planning, namely: (1) setting goals or set of goals, (2) formulating the current state, (3) identifying all the ease and constraints, (4) develop a plan or series of activities to achieve the goal.

Based on the data presentation and research findings that the parenting program planning is carried out through a meeting between the head of kindergartens (TK), educators and education personnel and representatives of parents of learners who are represented by the school committee officials who aim to determine the types of parenting programs that will implemented, objectives to be achieved, schedule, plan budget, determine the

human resources used, and prepare the means of infrastructure used.

The parenting program plan is implemented at the beginning of the school year, and the plan is guided by an education calendar at Kindergarten. Before planning a parenting program between principals and educators to analyze the needs of the program by: (1) analyzing parenting programs, (2) Identify the types of program activities to be implemented, (3) identify potential parents of learners, (4) design the required program activities and (6) establish the program to be implemented within one year.

According to the researchers all the stages that are carried out in the stage of activity has been directed and regular, but it would be orderly if in the planning process is equipped with administrative orderly and well kept. The only documents are documents of activity result in the form of minutes and attendance list.

B. Implementation of Parenting Program

Implementation is an activity related to human resources, which will implement and empower the equipment that support the implementation of the program. Plans that have been prepared are meaningless if in the implementation there is no support from the human resources needed.

A good plan and job sharing will not be able to deliver an activity to achieve a common goal if it is not properly implemented. Actions (actuating) more emphasis on human resource activities involved in activities. Hariri et al (2016: 10) argues that "Actuating is nothing but an attempt to make planning into a reality, through various direction and motivation so that every employee can perform activities optimally according to their roles, duties and responsibilities".

The exposure of data indicates that the implementation of the parenting program has been running smoothly in accordance with the schedule that has been determined by regular meetings between the Kindergarten Institution (TK) with the parents, as well as other activities programs that have been scheduled can be implemented.

Implementation is an activity conducted jointly between the principal, educators, and educational staff and parents of learners, so that the implementation of parenting programs run effectively then the role of the principal as a manager is very important to lead activities well, carry out communication with parents learners, motivate parents and educators so that the program activities run well and expected goals can be achieved.

Funds for parenting program activities come from BOP funds, parents' contributions from students and weekly donations obtained from learners.

The facilities and infrastructure used to support the implementation of parenting program

activities are provided by the Kindergarten Institution and parents of learners.

Constraints experienced in the implementation of parenting programs that not all parents of learners involved in the activities, many activities are handled by educators due to the concept of activities that make educators.

C. Parenting Program Evaluation

Evaluation process is a measuring tool to know the extent to which the objectives of a program can be achieved. The evaluation process in the parenting program can be said as a form of assessment of an activity that has been implemented. This is considering the understanding of program evaluation according to Arikunto and Jabar (2014: 18) "program evaluation is an effort to know the level of policy implementation carefully by knowing the effectiveness of each component." Evaluation always try to question the effectiveness and efficiency of implementation a plan. Evaluation is also to measure the results of the implementation objectively with measures acceptable to all concerned parties.

According to Aiken's opinion in Mulyasa (2016: 196) in general the assessment aims to obtain feedback from activities that have been implemented, as information to carry out the next activity.

Based on the exposure of the data and the findings of the research results through interviews, observation and evaluation documentation conducted by the head of kindergarten (TK) and educators that to know the success of the program is done by knowing of the objectives achieved, the program running, the involvement of parents of learners, and involvement of partners. Evaluation of the program is done after the activity is completed and the form of the evaluation result is only in the form of records only.

Researchers argue that in the implementation of the evaluation can run and work well then implemented by the evaluator in the principal, educators and external evaluators of the education department and partners.

D. Factors inhibiting Parenting Program Activities

In any activity that involves all human resources to achieve the planned objectives must face many obstacles or problems either during planning, implementation or at the time of evaluation. The problem exists with the desire to achieve the intended purpose. But also the problem arises from irresponsible people to achieve the desired goals or planned.

Based on the exposure of data from the results of research, it found the obstacles encountered in parenting program activities, among others:

1. Since the parents of learners come from different economic, occupational and educational

backgrounds, the equalization of time for activities is limited and less consistent with the planned time. Not all parents of learners can attend parenting activities that are held.

2. Parenting activities are activities involving parents so that between parents and kindergarten institutions in organizing the process of care for learners can be aligned, but there are also parents who are less concerned about it.
3. In parenting program parent hamya follow activities that have been scheduled by kindergarten institution Mujahidin 2, because most of which have idea is educator, parents have less idea.
4. Parenting program activities involving the time partner can not be planned from the beginning, because if there are partners who will carry out the activities in question will coordinate in the near future. So in other words activities involving partners are activities that are programmed isidental.

E. Supporting Factors of Parenting Program Activities

To overcome the problems or constraints that occur in the activities of parenting programs requires thinking and maximum work of all stakeholders involved in program activities. So that the existing problems can be overcome well. Based on the results of interviews that researchers get then found all the efforts that can support the activities of parenting programs, among others:

1. In order for all parents to be aligned in the parenting program to the learners, the results of the parenting program activities are given to all parents, either old people who can attend or parents who cannot attend.
2. Schedule of program activities have been prepared by the institution, so that the institution can cooperate to inform the parents repeatedly
3. Facilities infrastructure owned by the institution is able to support the implementation of the program
4. Administration of activities programs that have been orderly
5. Budget that has been supported by the existence of BOP and assistance from parents
6. The resulting activity is very supportive for child care and development in learning.
7. The Institution of Mujahidin 2 Kindergarten has excellent educators and education staff in terms of education, and experience in all activities, both in parenting programs and joint programs.
8. Institution like Kindergarten has a safe place, comfortable, spacious and away from the crowd.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of research on the management of parenting program Kindergarten (TK) Mujahidin 2 Pontianak East can be summed up as follows:

1. Parenting Program Planning

The parenting program planning process is well underway and developed early in the year by principals and educators by identifying the needs of the type of parenting program that will be implemented as well as the institution-oriented programs tailored to the educational calendar. Types of parenting programs implemented include: regular meetings every month; home visit; consultation on child development; tourism activities; commemorate the big day of Islam and the national day; out bond; provision of healthy food; healthy school competition; visits to orphanages; educator seminars and parents; and the year-end stage.

2. Implementation of parenting program

Implementation of parenting program has been running well, educators and education staff and parents there is cooperation and mutual support in every parenting program activities undertaken. Participant's parents participation is very high. Of all the planned programs that have been implemented, which have not been implemented are educator and parent seminar activities and year-end stage. Both programs will be implemented at the end of the learning year.

3. Parenting Program Evaluation

Evaluation of the parenting program is done at the end of each activity. Evaluating the activity program are principals and educators. Evaluation of activities measured its success if the established goals have been achieved, the program activities run smoothly, there is the involvement of parents and there is monitoring from relevant officials ie from the relevant education office.

B. Implications

The management of the parenting program is very beneficial for Childhood Educational Institutions. Due to the existence of parenting program is expected to help the institution to align the care for learners in preparing to enter the basic education level. Parenting program is a program involving families, especially parents to help provide information about their children during parenting so that educators can harmonize with the method of care in school.

C. Suggestion

Based on the above description, for the sake of progress and achievement of parenting program of kindergarten (TK), the researcher conveys some

suggestions and ideas that are expected to be beneficial to the success of the parenting program implemented by every kindergarten institution (TK):

1. For a kindergarten principal should a) continuously provide an active briefing to parents of learners to facilitate the implementation of parenting programs in schools. b) Building awareness and good working relationships with parents of learners to support good parenting process for the development of learners.
2. Educators and parents should work together and maintain a close, healthy and harmonious relationship and share information about their children so as to assist and support the growth and development of child care to the fullest.
3. For parents learners are expected to cooperate in finding and conveying information about the development of child care.
4. The City Education Office continues to actively monitor and provide ongoing training on effective parenting program management concepts.

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